DOCUMENT RESUME

ED 100 831 SP 008 740

AUTHOR Bennett, Bruce L.
TITLE Dr. Dudley Sargent: A Sterling Example of Commitment, Communication, and Cooperation.
PUB DATE 7 Dec 74
NOTE 22p.; Paper presented at the Annual Meeting of the Tennessee Association for Health, Physical Education, and Recreation (Chattanooga, Tennessee, December 1974)

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Administrator Characteristics; *Biographies; Educational Change; Exercise (Physiology); Historical Reviews; Individual Characteristics; *Physical Education; Teachers
IDENTIFIERS *Sargent (Dudley Allen)

ABSTRACT

Dudley Allen Sargent, M.D. (1849-1924) was selected as the person whose life in physical education would best exemplify the theme of the three Cs--commitment, cooperation, and communication. Sargent demonstrated a life-long commitment to two purposes: to prepare those to teach physical education to others and to promote exercises for all people and not just college students. His commitment to the profession was at the expense of his marriage, and it contributed to a separation from his wife and son. The cooperation of Dr. Sargent was shown by his service to various professional organizations, including four terms as president of the American Physical Education Association. Sargent saw some good in all programs in physical education and taught them all at his Normal School and at Harvard Summer School. In the area of communication, Sargent was a fine speaker and expressed his views on many subjects in a forceful manner both through his speeches and his numerous writings. A fourth C that can be added to the life of Dr. Sargent stands for courage. Sargent was recognized for his willingness to stand up for views even though they might not be popular. His advocacy of the need for reform of college football cost him his faculty rank at Harvard. (Author/JA)

ED100831

January 21, 1975

DR. DUDLEY SARGENT: A STERLING EXAMPLE OF COMMITMENT, COMMUNICATION, AND COOPERATION

This is a talk presented to the Tennessee Association for Health, Physical Education, and Recreation at its annual convention in Chattanooga on December 7, 1975, by Bruce L. Bennett, Ohio State University.

Several months ago when Dr. Nancy Lay invited me to speak to you today, she suggested that I might try to center my presentation on your convention theme of "Commitment, Cooperation, and Communication." So I tried to think of some specific examples or illustrations which I might use on this occasion. Then I began to think that perhaps I might find some examples from the lives of various people in the profession. But the more I thought about this, the more I realized that possibly the life of one man, Dr. Dudley Allen Sargent, would be more suitable. Thus I have selected him for two reasons: (1) I think that his life will best exemplify your convention theme; and (2) Dr. Sargent encompassed the breadth of our profession like almost no one else. He was a generalist with a vast knowledge of our profession in many areas: teacher education, college physical education, tests and measurements, intercollegiate athletics, exercises and activities for women, health education, and others. I can think of only one other person, Dr. Charles Harold McCloy of Iowa, who could come close to Dr. Sargent in having a grasp of our profession to the extent that Dr. Sargent did. No longer will we find people in the profession who have had the knowledge of as many areas as Dr. Sargent and more recently Dr. McCloy. In this age of knowledge explosion and specialists it is very unusual to find any one competent in more than one aspect or sub-aspect of our discipline.

I should begin by giving you a brief biographical rundown on the life of Dudley Allen Sargent. He was born in Belfast, Maine in 1849. He left school at the age of thirteen to work to help support his widowed mother. He took a number of jobs—one time he went to sea and he also worked with the circus. He developed a great deal of strength and a good deal of gymnastic ability. However, he

SP018 740

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

eventually returned to Belfast and decided that perhaps he should return to school and continue his education. He accepted a position at the age of 19 as director of the gymnasium at Bowdoin College, and this at a time when he had not yet finished high school. This of course tells you something about the status of the position of a college gymnasium director in 1869. He started his position at Bowdoin and also enrolled in the Academy there to complete high school, which he did in one year. As a senior in high school he spoke at an oratorical exhibition and the local newspaper reporter said of that occasion: "Sargent is cool and collected before an audience; his elocution was admirable, and his action impulsive."[1]

Dr. Sargent enrolled the next year at Bowdoin and in his senior year he won a prize for a speaking competition on the subject: "Does Civilization Endanger Character?" It is evident that young Sargent had considerable skill in the art of communication.

He went on to medical school at Yale and graduated in 1878. He wanted to get a position as a college gymnasium director, and he wrote to a number of schools offering his services. The president of Yale thought he was crazy to want a job of this kind and urged him to go into private practice. But none of the colleges had a position for him so he started his own private gymnasium in New York City. A year later the position at Harvard University opened up, and he went there as an Assistant Professor of Physical Education and Director of Hemenway Gymnasium. It is not too commonly known that Dr. Sargent lost his faculty status at Harvard after ten years. He was recommended for a full professorship at that time by the President and Fellows but was turned down by the Board of Overseers, an alumni group. He was reappointed only as Director of the Gymnasium and that was the position he held for the last thirty years of his service to Harvard. I might explain very briefly that the reason for this rejection by the Board of Overseers was because of the opposition which Sargent

incurred as a faculty member of the Faculty Athletic Committee in the early years after he first came to Harvard. The alumni and former athletes were very critical of Sargent because of certain regulations placed upon athletics by Sargent and the athletic committee. This resentment was expressed by the Board of Overseers in rejecting the recommendation for full professorship by the President. Without faculty status Sargent was effectively prevented from ever serving on the Faculty Athletic Committee. The loss of faculty status was a bitter blow to Sargent.[2]

Dr. Sargent was married shortly after coming to Harvard. He and his wife had a son, Ledyard, but after several years of marriage, he and his wife separated. She and his son continued to live in the Boston area and Sargent saw them on many occasions. There apparently was never any divorce. The reason for this separation, as far as I can determine, was primarily that Dr. Sargent sacrificed his marriage to his professional ambitions, and he was not willing to devote the time to his family that his wife expected. He opened the Sargent Normal School and also started the Harvard Summer School to provide in-service preparation for teachers and coaches. He retired in 1919 and died five years later in 1924.

In this day and age it is difficult for all of us to keep up with the ideas and views of our contemporary leaders. It is a rare luxury to do some reflective thinking about the ideas of a past leader. But I believe this is important because it gives us a yardstick or a means of evaluating current concepts, ideas, and practices, and this comparison may strengthen your ideas or it may challenge them. So I would like you to settle back and relax and don't worry about that basketball game tonight which you are coaching or what you are going to do with your classes Monday morning. Let us hear what Dr. Sargent might say to us if he were appearing at this convention in 1920. What I have selected to present to you today is based on your convention theme and its relevance to

our situation today. It is possible that some of these comments by Dr. Sargent may relate to the remarks made by Dr. Ley at the opening session of your convention on Thursday night.

I would like to ask you to let your imagination wander a little bit and visualize that Dr. Sargent is speaking to you. You are looking at a man who, instead of being six foot tall, is about five feet seven. He weighs about 170 pounds; he is muscular and well built. I will have to ask you to put a full beard on me and, what is really difficult, you will have to put a full head of hair on me as well.*

"The kind listener is asked to bear with whatever atmosphere of egotism the constant use of the personal pronoun may suggest and to realize that I make no claim for personal credit, even for that success, which might be termed personal. . . . In going back to my boyhood I return to a period, when, as a school boy of fifteen years, the great fundamentals upon which my plea for physical education rests were as clear to me as they are today at the age of seventy."[3] Before going in to physical education I considered several other professions, one of which was the ministry. I became friends with the local Congregational minister. I would go to his study and we would talk, and he gave me books to read. However, my thoughts about becoming a minister came to a shattering end one Sunday morning. "The previous night it fell to my lot to work not only until midnight (as a carpenter), but for a time after. In the morning, I went to church, according to my usual custom. Our pew was in the last row of the block of side pews that ran at right angles with the main section. Our seats were in full view of the entire church. A long line of stove funnel ran down each side of the church from the stoves in the front to the chimney in the back. These pipes were sus-

*Direct quotations from the writings of Dr. Sargent will be indicated by the use of quotation marks without indentation. In a few cases, minor changes in wording were made to preserve continuity for the purposes of this presentation.

pended from the ceiling by vertical iron rods and hung about 8 feet from the floor. On that fateful Sunday, I was sitting just in front of an open window. The balmy atmosphere of the day permeated my entire being. The bees outside and the minister inside droned pleasantly in chorus. Since engaging in my strenuous work for my uncle I had enjoyed only a few hours sleep. Softly and quietly I slipped off into a gentle doze. But as my head fell back, my eyes opened for an instant, and I looked up at one of the supporting iron rods. My reaction was instantaneous. I jumped forward and upward to grasp the rod. My awakening was rude and complete. I tried to recover myself, and in the effort nearly fell backward through the window. It was, of course, the automatic action of the muscles, which I had trained to protect myself in mid-air gymnastics, that made me jump for the bar on this most inopportune occasion. My performance created a disturbance which was never to be forgiven. . .Our minister in Belfast showed little enthusiasm for my auto-defensive work. It was bad enough to think that I, poor weak mortal aspiring to the ministry, had fallen asleep during the sermon, a horrible example, but it was doubly unpropitious that I should have fallen into the ways of a circus performer as naturally as I breathed. . . . As far as that particular minister was concerned, I was impossible."[4]

As a result I began to turn toward the profession of medicine and physical education. "For the past fifty years, I have devoted much of my time and all of my energy to the development of physical education in America. . . . I have directed my course of action, certainly consistently and persistently, if not always wisely, along the single line of physical education."[5] And I say "if not always wisely," because I am keenly aware of the separation from my family and the sacrifice of my marriage for my professional goals. The entire aim, purpose, and object of my life was to preach the gospel of sound physical education and hygienic living. This has been both my work and recreation. Dr.

McKenzie and I liked to slip away from conventions to visit on rare occasions health fakirs and exercise quacks and faddists. My one trip to Europe was to observe the Olympic games in 1908 and to attend the Frankfurt Festival of the German Turners as their guest. All my life I have felt as though I have had the two jobs I once had as a youth--of delivering newspapers and bringing home the cows. As I came into town driving the cows before me from the pasture to return to their owners, I also tried to deliver the newspapers. When I was going up to the porch to put the newspaper in front of the door, some of the cows would wander off into the wrong yard. Then I would have to round up the cows, but while I was doing that I could not deliver newspapers. And so it seems all my life I have been trying to deliver newspapers and bring home the cows.

When the position at Harvard opened up, it was extremely welcome to me, and in a letter at that time in January, 1879, I wrote: "A professorship of Hygiene at Harvard with the Superintendence of the new gymnasium would be a position most acceptable to me. It would be more agreeable to my taste than my present position, and although there might not be so much money in it, I feel that I could increase my sphere of usefulness tenfold by instructing those who would impart their knowledge and experience to others."[6]

And so I have had two life-time commitments: (1) to prepare those who will teach others; and (2) to promote exercises for all the people, and not just college students. Thus, at the Sargent School, for example, in addition to having classes for students, I also had classes for children in the afternoon and for working girls and teachers in the evening. "A notion prevails in our country that men of middle age are too old to exercise in the gymnasium, and that they sacrifice their dignity in engaging in boyish sports. There is no time in life when well regulated and judicious exercise is more serviceable to a man than between forty and fifty years of age."[7]

In recent years I have written a number of articles for popular magazines such as the Ladies Home Journal, the Saturday Evening Post, the American Magazine, Cosmopolitan, and others with a view to encouraging sensible exercises for people of all ages. Some of the sample titles of these articles are "Home Exercises for Business Men," "Keep Moving," "After a Woman is Forty, What Form of Exercise is Wise for Her to Take?" and "Are You Too Fat, or Too Thin?" I have written two books in my lifetime. One is Physical Education which is directed to teachers and coaches. The second book is Health, Strength, and Power which is directed to the great masses of citizens of this country trying to encourage exercise among them.

As a physician I would like to make a comment about the status of physicians in our society. I feel that it is terrible for a physician to sit in his office and wait for diseases to come in which he could have prevented with some timely advice. "The highest province of the physician is to improve the hygienic conditions of the individual, the sanitary condition of the community, and to prevent disease wherever it is possible."[8] I believe that the physician should be invited frequently to examine children and their surroundings in school. In 1906 I recommended that doctors should be given an assured income so that they could make periodic professional calls, advise the family frankly, and help bring up children from birth. And I can say that I received no cheers or commendation from the American Medical Association for those views.

In talking about cooperation I suspect that one evidence of this would be service in professional organizations. I was elected vice-president of our national association in its first year when it was organized in 1885. I have been president on four different occasions. I was president of the Society of College Gymnasium Directors in 1900, I was one of the founders of the first Academy of Physical Education in 1904, and I helped to found the Athletic

Research Society in 1907 to try to solve the problems of competitive athletics. I also have belonged to a number of other organizations such as the American Academy of Medicine, the American School Hygiene Association, and the Health Education League, among others. On several occasions I and some other people in the profession have contributed our own money to the national association to help it in times of financial difficulty or to assist in expanding its program.

I am proud of the fact that I have done a great deal to help the German Turners become better recognized and better known in this country. George Brosius, a famous Turner, said in 1886: "It is principally due to the efforts of Dr. Sargent that the attention of the public has been called to Das Deutsche Turnen."[9] I was invited by the Turners to serve on a special committee with Dr. Hitchcock and Dr. Hartwell to observe the great Turnfest in Milwaukee in 1893.

I am happy to say that I took no sides in the so-called "Battle of the Systems" which characterized the rivalry between the German and Swedish systems in the late years of the nineteenth century and the early years of the twentieth century. As early as 1889 at the Boston Conference I said:

"What America most needs is the happy combination which the European nations are trying to effect: the strength-giving qualities of the German gymnasium, the active and energetic properties of the English sports, the grace and suppleness acquired from the French calisthenics, and the beautiful poise and mechanical precision of the Swedish free movements, all regulated, systematized, and adapted to our peculiar needs and institutions."[10]

People talk of the Sargent System but this is a term which I do not like and which I do not feel is correct. I do not think that I am advocating a system, but that along with apparatus I have always stressed the need for sports, games, and other physical activities. "As a matter of fact, there is hardly any sport or game that has ever been brought to the attention of the public or any exercise

that has ever been advocated that has not some value. It is largely a question of degree of merit, . . ."[11] I would point out that in the Harvard Summer School as well as in my own school we have always had representatives of the various systems of exercises teach them to the students. Thus Hartvig Nissen has taught the Swedish gymnastics for many years, and he is the person who introduced them to this country in the 1880's. The German gymnastics have been taught by Christian Eberhard and Carl Schrader. We also have offered wrestling, football, boxing, swimming, fencing, track, gymnastics, dancing, tumbling, and many other sports and games. I would remind you that we have always had an open mind toward new activities and that the game of field hockey was first played at the Harvard Summer School under the direction of Constance Applebee.

In communicating with you about various topics, I would like first to talk to you about intercollegiate athletics as I have been very much misunderstood on this topic. Dr. Ehler at the University of Wisconsin has said that "in discussing competition in athletics, Dr. Sargent can see neither place for, nor value in, modern intercollegiate athletics."[12]

As early as 1885 in a report recommending the prohibition of football for one year at Harvard, I was a member of the committee which wrote: "We believe that football, played in the proper spirit, under proper conditions, may be made one of the most valuable of college sports, and we should deprecate its permanent loss. . . . and we have grounds for hope that means may be devised to make it a credit, in place of a disgrace to the university."[13] "Football for those who are tough enough to stand it, is the best of all games for the development of the system at large."[14] "However, our present method of competition leads to madness and destruction. . . . We have allowed the fighting impulse, represented by the spectacular side of athletics to get the better of the educational and developmental side. In other words we have lost control. . . .

The objection to competitive athletics arises largely from their exaggerated importance and the excesses to which they are carried, especially in our colleges. . . . The problem is how to preserve the good and lessen the evils."[15] "While the scholarship man sits in his room with an aching head and bloodshot eyes, grinding out his allotted task for fear of dropping below the required standard, he can hear the hoarse cheers and frantic yells of a motley crowd of thirty thousand or more as they urge on his student companions in a gladiatorial contest with the students from a neighboring university."[16] "The grand aim of all muscular activity from an educational point of view is to improve conduct and develop character."[17]

I advocated four reforms for college athletics in 1910 which I feel are absolutely essential to begin to improve the current situation:

1. Abolish gate receipts.

2. Make athletics a part of the curriculum paid for out of the tuition fees or by a special endowment.

3. Stress group and class competition in sports and provide more athletics for everybody.

4. Check overspecialization in one branch of athletics by requiring proficiency in other branches and higher scholastic standing; likewise check academic specialization by requiring proficiency in other studies and higher standing in athletics.[18]

On the subject of top-level competition I was disappointed in the 1908 Olympic Games because they seemed to be only a side-show to the very commercial Franco-British exhibition. The important point to me is how far do the Olympic athletes represent the physical condition of the masses of their country. How far is the striving for records conducive to the greatest amount of health, happiness, and longevity? "Neither the physiological, psychological, sociological,

nor educational value of physical training is in proportion to the distance one can run, swim, or throw a weight, or the height to which he can jump or from which he can dive."[19]

I would like now to talk about physical education in the college program in particular. I feel that the basic purpose and highest ideal of physical training is "the improvement of the individual man in structure and in function." This is aiming toward that "prime condition called fitness—fitness for work, fitness for play, fitness for anything a man may be called upon to do."[20] "The purpose of muscular exercise is not to attain bodily health and beauty alone but to break up morbid mental tendencies, to dispel the gloomy shadows of despondency, and to insure serenity of spirit."[21] In my opinion, "the chief essential of physical training is voluntary movement."[22]

I have worked to make physical exercise for its own sake fashionable. When the individual can be induced to take a genuine interest in his bodily condition, half the battle is over. "Whether the young man chooses afterwards to use the gymnasium, to run, to row, to play ball, or saw wood for the purpose of improving his physical condition matters little, provided he accomplishes that object."[23] "Some of us believe it is more to the credit of a university to have one hundred men who can do a creditable performance in running, rowing, ball-playing, etc., than to have one man who can break a record, or a team that can always win the championship [or go to the Rose Bowl every year]."[24] "Read into physical education everything you can of the slightest value but don't read out of it the most fundamental thing of all--that is, all-round muscular exercise."[25] "What our American students of today should strive for is neither to be victorious athletes, prize gymnasts, nor champion strong men, but to have some of the strength of the strong man, some of the alertness and endurance of the athlete, and some of the grace and skill of the gymnast, all combined with the poise and dignity of the gentleman."[26]

I know that many of you here today are public school teachers, and I would say that you have five important tasks. The first task is of interpreting the rules; secondly, of encouraging the weak and timid; third, of restraining the strong and overbearing; fourth, of recognizing merit; and fifth, of frowning on dishonesty and unfairness.[27] The requirements for teaching public school physical education to me are very important and very high. "The public school teacher must have all the vigor, energy, and technical ability of the physical director, most of the book knowledge of the hygienist, some of the scientific attainments of the physician, combined with a great deal of the moral earnestness and devotion of the Christian minister."[28] "And when will our secondary school authorities have the good sense to realize that athletics cannot be eliminated from school life, and unite with others in trying to check the abuses and direct the uses of this important adjunct in education?"[29] I feel that high school students should do most of the managing and conduct of their own sports with some help from the faculty and the alumni.

I believe that in my lifetime I have done a great deal on behalf of women to try to provide them with more comfortable dress and to encourage them to participate in vigorous activities. I have always felt that women should have an equal chance with men to realize full perfection of their being for their own sake. Men are engaged in material struggle. Women have more leisure than men for self-improvement and therefore we must look to them for help in the higher evolution of the mind and body. Also, three-fourths of the school teachers are women and they can help perfect their pupils in physical training.[30]

Many years ago a stately dowager came in one afternoon to my Normal School, and she was flabbergasted to see the activities in which these young women were participating. They were on the parallel bars, hanging from the horizontal bar, running around the track, climbing the twelve-foot wall, ascending ropes, etc.

She felt that this was so un-feminine, so dangerous, so undesirable for these women to be engaging in such vigorous activities. I told her very frankly, "Well, madam, it has been my experience in life that it is easier to tame down a wild one than to wake up a dead one."

I also recall Miss Jennie Wilson who was a teacher at both my Normal School and the Harvard Summer School. Now her family had no objection to her teaching the classes of women at the Normal school, but they were very unhappy about her teaching at the Summer School because of the fact that her classes consisted of both men and women. On one occasion her brother-in-law sent her some very expensive black silk stockings for her to wear with the note: "If your costume is such that you must show your legs, I wish them to look well." The regulation attire was black cotton stockings, and I was not in favor of her wearing black silk stockings. But she protested to me and said that she was a teacher and why should the regulation costume have to apply to her. I finally gave in and she wore the black silk stockings. "At the Hemenway gymnasium in the summer the men and women exercise together and it is gratifying to see how freely they mingle together in their gymnastic costumes, with apparently no thought of anything but their work. I can see no reason why any ladies can not admit gentlemen wishing to take the same exercises, if their costumes are proper to wear in view of each other, though they might sometimes object to certain individuals."[31]

Competitive sports for women now are becoming quite popular. It is my opinion that "competitive games, normally played and sanely regulated, are just as beneficial for women as for men. They stimulate interest, create the desire to equal and excel in sports--an ambition which implies practice and preparation--and in the end they do more to encourage physical development than any other factor in the curriculum of physical culture."[32]

I am particularly glad to be here to speak to you at your state convention

and at this professional meeting. A teacher should know enough about all exercises to use them for what they are worth without fear or prejudice. "No one, who is not afflicted with the insanity of conceit, can think for a moment that a body of men, who have been working along certain lines of physical training for years, will not have acquired knowledge and experiences that those working along different lines of the same training have missed, though they in turn may have made other discoveries, and acquired other experiences that are equally valuable. . . . It is the realizing sense of the limitations that surround the individual investigator that should make us anxious to compare our ideas and exchange our experiences. In fact, I have always supposed that was the object of an association. . . . And here I must beg to remind those who are opposed to the practical exhibits, that the larger portion of the members of the association are actually earning their salaries by teaching physical exercises, and not by talking and theorizing about them. The papers, however interesting to hear, can always be read and re-read in the official report, but the practical exercises can only be seen to be appreciated. In my opinion, both the theory and practice should be carried along together."[33]

It is time now to take off my wig and beard and to say good-bye to Dr. Sargent who has to leave us. Bruce Bennett is back!

Let us try now to see if we can draw a few principles or conclusions from the work and life of Dr. Sargent, and relate them to the three C's of your convention theme.

The first C is Commitment to your profession or your work. However, I think we must issue a warning here because that commitment must be made within the confines of being a whole person. Dr. Sargent sacrificed his family life for his commitment to the profession. Also he loved music and art but very rarely

took time to enjoy these activities as well. The football coach at my own institution, Woody Hayes, is totally committed to his coaching, even following his heart attack last June. Now, is this right or good? President Teddy Roosevelt advised one of his sons: "Exhaust yourself only for worthy causes." I suspect each of us has to decide if our cause is worthy and to what degree we should commit ourself as part of our total responsibilities in life.

The second C of Cooperation was expressed about Dr. Sargent very well by Jennie B. Wilson whom I mentioned earlier in connection with the black silk stockings at the Harvard Summer School. Miss Wilson said that Sargent was famous for always getting the other fellow's point of view. I think this is a valuable suggestion today—that we need to try to look for the good in other people's ideas—too often we look only for the bad or the critical things that we can find. Sargent said: "To condemn a thing simply because it is old or to recommend it simply because it is new, is not the best way to advance our cause."[34]

Concerning the third C of Communication, Sargent certainly had a good sense of public relations along with a certain amount of showmanship which perhaps was an outgrowth of his circus experience. We know that at his first exhibition at Yale University the representatives of the press occupied a prominent position in the gallery. Time and time again Dr. Sargent was quoted in the newspapers by reporters for his opinions on various topics. On some occasions this backfired and he was not always quoted accurately. In one instance Sargent commented about people who went on vacation, and he was critical of some who did nothing in the way of physical activity; he also described those people who tried to crowd a year's exercise into two weeks, and he said that for people like these perhaps it would be better if they didn't have a vacation. This story was picked up by newspapers all over the country, many of whom said that Sargent opposed all vacations, which of course was not true. One smart-alec editor of the

Jamestown Journal in New York wrote: "Professor Sargent of Harvard says there is danger in vacations. We didn't suppose a Harvard professor would meet any girls of that kind."[35] When Dr. Sargent first went to Harvard and opened Hemenway Gymnasium, every Saturday afternoon the time from 1 to 2 o'clock was set aside for visitors. Anybody could come and take a tour of the gymnasium. At the Harvard Summer School and the Sargent Normal School exhibitions were given every year to which the public was invited. Sargent established a prize contest for anthropometric measurements. He had statues made of the ideal college man and woman based on thousands of measurements. Sargent himself liked to measure prominent athletes. He measured the Boston Strong Boy, John L. Sullivan, the heavyweight boxing champion. He also measured Eugene Sandow, the Prussian Strong Man, and Annette Kellerman, a famous swimmer.

I think we also have to be aware of the non-verbal communication which we have with other people. This was brought out to me very forcefully and clearly by an incident which happened this summer when I was on vacation in the White Mountains of northern New Hampshire. I was staying at the Appalachian Mountain Club camp in Pinkham Notch and one noon, sitting around the table family style, with eight or ten people, I was talking with a gentleman who turned out to be Irving Melton, a mechanic from New York City. As we conversed, Irving asked me what I did. I replied that I was a teacher at a university. He asked where I taught and I said, "Ohio State University," which I often admit with reluctance because the next question usually has to do with football. Then he asked, "Are you a professor?" I said, "Yes." "Are you a full professor of physical education?" I had to admit that was true. Then he exclaimed, "Well, you look like a physical educator. You look like you practice what you do. We have a football coach at our local high school. He has a large pot-belly and is overweight and he certainly does not look like a physical educator." I think we have to be cognizant of these impressions.

You came here to this convention to talk about three C's. I am going to make you feel as though you are really getting your money's worth, and I am going to send you home with four C's.

The fourth C which I would like to add is for Courage. I feel that courage is related to commitment and that a person who has some commitment will also have more courage. So I would ask you not to be afraid to take an unpopular view which you believe is right. A reporter for the Boston Globe said: "Professor Dudley A. Sargent of Harvard is a practical educator who is not afraid to utter a word of warning to the public lest he should become unpopular."[36] I am afraid that many of us do not speak out on the subject of interscholastic and particularly intercollegiate athletics. There are many rotten things going on that are kept under cover. Many of us are in a position to observe these things and to know about them. Football in particular has an uncritical coverage by press, radio, and television with very rare exceptions.

Another topic is the violence and fighting in ice hockey. Why is this tolerated in our collegiate programs? Several years ago you will recall the Minnesota-Ohio State basketball game in which there was fighting, and people were very much upset about this. Yet, they could walk across the street to the ice arena and see players with their gloves off fighting and pounding each other, and nobody is concerned about it. Why should this be accepted?

Another area is the problems in women's intercollegiate sports. Are women going down the same primrose path as men in their fight for equality? I think voices are needed to bring out other points of view and to try to establish sensible policies.

What limits should be set on sports for children, whether it is for soccer, hockey, baseball, football, basketball, or what? How many games should be played? I am talking now about boys and girls eight, nine, and ten years of age.

So I would say very strongly that courageous voices are needed to inform parents and the public; voices that are not afraid to risk the scathing criticisms of the sports reporters and announcers which you will certainly get. Dudley Sargent sacrificed his faculty status at Harvard for his views on intercollegiate athletics, and it hurt him deeply. How far are you willing to go for your views and commitment?

This is where I originally intended to end my talk. But something happened to me last Wednesday afternoon and I would like to tell you about it. I dropped by the Ohio Stadium to see a former student who was coaching the West Shrine team for Ohio. The Shrine got the idea several years ago of having an East-West football game involving the senior players from all of the Ohio colleges. I saw the last fifteen minutes of a scrimmage on a cold afternoon with snow piled along the side of the field. The team was having a light contact scrimmage running a few plays. I had almost forgotten that football could be fun. Football as played at Ohio State is not fun. But these young men were having a good time. There was obvious enthusiasm. There was spontaneous chatter. There was banter between the coaches and players and the frequent clapping of hands. It was obvious that it was a most enjoyable experience. This certainly was what Dr. Sargent envisioned for sports.

It seems to me that in this day and age of great problems and in a time of stress and pressure and tension among the people in our society, including college students and high school students, should sports in educational institutions always be a serious business with no occasions for a joke, or a laugh, or relaxation? And isn't it essential that we provide our students, whether they be on our teams or in our physical education classes, with much-needed opportunities to play for fun and to be able to laugh at their own mistakes, and to enjoy the game for the game's sake, and to be able to lose without it being the end of the

world. Yesterday morning on the "Today" show, Dr. Hans Selye said, "We need stress without distress for good mental health."[37] Can't we in our teaching of sports and games provide opportunities for some desirable stress without the distress that so often happens? This is a serious question which Dr. Sargent and Bruce Bennett ask each of you to answer in your own heart and mind.

FOOTNOTE REFERENCES

[1]Brunswick Telegraph, February 24, 1871.

[2]See Bruce L. Bennett, "The Life of Dudley Allen Sargent, M.D., and His Contributions to Physical Education" (unpublished doctoral dissertation, University of Michigan, 1947), pp. 68-69.

[3]Ledyard W. Sargent (ed.), Dudley Allen Sargent: An Autobiography (Philadelphia: Lea & Febiger, 1927), p. iv.

[4]Ibid., pp. 85-86.

[5]Ibid., p. iii.

[6]Letter from Sargent to W. T. Brigham, January 20, 1879.

[7]Reports of the Special Committee on Observation, Twenty-Sixth National Festival of the North-American Gymnastic Union Held at Milwaukee, Wisconsin, July 21st to 25th, 1893, (St. Louis, Mo.: Executive Board of the Union, n.d.), p. 12.

[8]Dudley A. Sargent, "Physical Training in Homes and Training Schools," Journal of Social Science, XVIII (May, 1884), 47.

[9]Proceedings of the American Association for the Advancement of Physical Education, at its 2nd Annual Meeting, November 26, 1886, pp. 31-32.

[10]Isabel C. Barrows (ed.), Physical Training (Boston: George H. Ellis Press 1890), p. 76.

[11]Sargent, "Opening Address at Graduation Exercises of Class of 1913," Sargent Quarterly, I (December, 1913), 2.

[12]George W. Ehler, "The Regulation of Intercollegiate Sport," American Physical Education Review, XIX (April, 1914), 285.

[13]Report of Committee on Athletics to Faculty of Harvard College, December 2, 1884. Reprinted in Edward M. Hartwell, Physical Training in American Colleges and Universities, Bureau of Education Circular of Information No. 5, 1885 (Washington: Government Printing Office, 1886), pp. 128-30.

[14]Sargent, "Physical Training in Homes and Training Schools," Journal of Social Science," XVIII (May, 1884), 51.

[15]Sargent, "Competition in College Athletics," American Physical Education Review, XV (February, 1910), 109, 101, 104.

[16]Sargent, "Academic Value of College Athletics," Education, XXVII (February, 1907), 324.

[17]Ibid., p. 323.

[18]Sargent, "Competition in College Athletics," American Physical Education Review, XV (February, 1910), 105-109.

[19]Sargent, "International Athletics--the Olympic Games and the German Festival," Putnam's, VI (September, 1909), 699.

[20]Sargent, Physical Education (Boston: Ginn and Company, 1906), pp. 296-97.

[21]Sargent, "Physical Education in Colleges," North American Review, CXXXVI (February, 1883), 177.

[22]Sargent, Health, Strength, and Power (New York: H. M. Caldwell Co., 1904), p. iii.

[23]Barrows, op. cit., p. 66.

[24]Sargent, "The Gymnasium of a Great University," Cosmopolitan, IX (May, 1890), 49.

[25]"Informal Addresses," American Physical Education Review, XXV (November, 1920), 365.

[26]Sargent, "International Athletics--The Olympic Games and the German Festival," Putnam's, VI (September, 1909), 699.

[27]Sargent, Physical Education, pp. 187-90.

[28]Sargent, "Should the Teacher of Physical Education in Public Schools have the Training of a Physical Director and Instructor in Hygiene or that of a Physician?" National Education Association Journal of Proceedings and Addresses, XXXXVI (1908), p. 1011.

[29]Sargent, Physical Education, pp. 210.

[30]Sargent, "The Physical Development of Women," Scribner's. V (February, 1889), 185.

[31]Letter from Sargent to George A. Sanborn, October 3, 1890.

[32]Sargent, "Women in Athletics and Competitive Games," Ladies Home Journal, XL (June, 1923), 38.

[33]Sargent, "The Fundamental Basis of Different Systems of Physical Training, and Some of the Commendable Features of Each," in Proceedings of the American Association for the Advancement of Physical Education, at its 9th Annual Meeting at Yale Gymnasium, Newhaven, Connecticut, April 5, 6, 7, 1894, pp. 139-40.

[34]"Informal Addresses," American Physical Education Review, XXV (November, 1920), 365.

[35]Jamestown Journal, August 23, 1911.

[36]"The Vacation Peril," Boston Globe, August 27, 1911.

[37]December 6, 1974.